Recommended principles to guide EI program development

• The campus is committed to continuing what is best about “traditional” education, including meaningful intellectual encounters, both inside and outside the classroom, between talented, committed faculty and qualified learners. The campus is also committed to supporting educational innovations, enhancing transformative learning, investigating the use of new pedagogies, and engaging new audiences.

• Development of new options for post-baccalaureate education should not diminish the quality of, and access to, existing degree programs. New programs should be evaluated for their impact on undergraduate and graduate education within the unit.

• Extending the reach of a UW-Madison education to new students is consistent with the Wisconsin Idea. In reaching new learners, programs should be designed so as to enhance, not dilute, the overall UW-Madison brand and reputation.

• New programs should take advantage of UW-Madison’s institutional strengths, while also recognizing that we offer an ideal environment for experimentation in teaching and learning, and in translating world-class research into practice.

• The number of our faculty has declined. Therefore, expansion of the number of students served should be undertaken with consideration of maintaining overall campus-wide educational quality. New program revenue streams may help to provide resources to stem and reverse the loss of faculty and instructional positions.

• Revenue generation is only one goal, albeit an important one, of the EI program. We recognize that some programs will be better positioned than others to generate new revenues. This difference should not lead to devaluation of certain disciplines or programs, nor change our structure as a comprehensive university. The role of new revenue programs should be viewed in the context of a comprehensive approach to re-envisioning delivery of the breadth of the educational experience we offer for undergraduate, graduate, professional, and non-degree (special) students.